

CALENDAR

May 2 Freshman Dance.
" 6 Charter Day
" 6 Baseball: Milford vs. J. C.
C. at Milford
" 7 Freshman Class Meeting
" 30 Memorial Day

JUNIOR COLLEGE SCRIBE

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BRIDGEPORT, CONN.—MAY 13, 1930.

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Charter Day Is Observed At Junior College

The third annual Charter Day exercises were carried out at the school on May 7. A talk on the development of the institution was given by Dr. Alfred Fones in the auditorium, and then the assembly was adjourned to the campus, where the ivy-planting ceremony was conducted by Dean Scurr. The president of the sophomore class, Paul Liscio, gave the following address:

To you classmates, you friends who are gathered here, may I say that you are witnessing, and are a part of, the third annual ceremony carried out at this institution in commemoration of the granting of our school's charter.

That which you now see symbolizes more than the physical beauty which we all sincerely hope will be the eventual outcome when our building is entirely covered by this plant.

It is a symbol of all that which this institution aims to bring about, a feeling of friendship, brought on through the building up of tradition, which will become so deeply rooted and powerful, that those bonds of affection created by it will not be marred by any of the seeming hardships which we may think we see.

It is a symbol of all that is good in life, a good which we shall receive in the course of years, through those qualities which we have obtained here.

Above all it is significant of a building up in our minds of sacred memories, reminiscences which no one can take from us, a precious storehouse of golden happenings. As we climb the scale of life and see an immense, rapidly growing institution surrounding this very spot, we shall feel a wave of satisfaction at the thought that we were once a very intimate part of it. We shall feel proud, and I know that each one of us will smile to himself as he thinks of the wondrous moments spent in our alma mater.

DEAN TAYLOR FAVORS JUNIOR COLLEGE PLAN

At the recent "Junior College Day" Luncheon, Professor A. Wellington Taylor, Dean of the Graduate School of Business Administration of New York University, said of the junior college plan, "Its educational program is more in accord with the education of the next ten years than with the educational ideas of the last ten." He pointed out that a large percentage of students now attending colleges would be better equipped to go into the business world with a two year pre-professional course than with a long four year course in academic subjects.

Dean Taylor said in regard to specialization in certain courses: "The student should develop his interest in something that will make mankind better, not in abstract theories, but in problems that concern the individual."

Advisability Of Exchange Students Is Discussed By Junior College Man

Professor Wm. Hallensleben Is Interviewed.

There is much discussion of the importance of the development of International Relations in our present economic, political, and social life. Every one is apt to understand that importance in these respective fields; nevertheless, the average person does not realize that the future development of international policies rests to a great extent on the trends which find their original basis and expression in the educational systems and attitudes of nations all over the world. It has been recognized by far seeing leaders and politicians, as well as by educators, that nations can understand each other only as they cease to draw sharp national boundaries and as they interchange ideas along lines of intellectual and social development. In support of this statement the last war was a terrible and heart-breaking lesson for humanity, concerning "that which had been neglected." The horrors of the last century and particularly of the past fifteen years must not be repeated! It will mean retrogression—an impediment to bring about the brotherhood of man, with the resulting material and spiritual advancement, as a realization.

Educational Responsibility.

"I do not emphasize the political aspects of those tendencies which have resulted in such accomplishments as the League of Nations, the World Court, the International Bank, the Disarmament Conference, and the many trade conventions and peace treaties," said Professor W. P. Hallensleben, during a recent interview at which we obtained his views on exchange students, "but rather do I stress the great responsibility that education must assume." Professor Hallensleben, Head of the German and Psychology Departments at the Junior College of Connecticut, speaks from experience as he was an exchange student from Germany to the United States in 1923-4.

Need of Exchange Students.

Educators and generous individuals with the power of looking forward have reached the conclusion that young students of all lands must have an opportunity to travel and visit in countries other than their own, to study their cultural, economic, and social life, and to find some common basis for mutual understanding. At the present time we have official and semi-official societies with just such a purpose in mind. The International Institute of Education, University representations, and student exchanges have found the field more productive every day and have established scholarships for promising students. Each year hundreds of young men and women are selected from all over the world to spend one or more years in some foreign country. This movement which has been growing steadily

in the past few years has brought beneficial results and should not be underestimated. It is a difficult task to determine or even measure the service of these individuals to humanity in general, and their countries in particular.

It is not an easy task to select the right young man and woman to represent his or her country and at the same time to be ambassadors of peace and understanding among nations. There is still too much ignorance and narrow-mindedness on our little planet. Most people fail to apprehend clearly that the rapid growth and progress made during the twentieth century places us under altogether different conditions and responsibilities. Fortunately, nations have come to the realization that in the future it will be an impossibility for one race or nation to exist without another. In every aspect of human life we are more or less dependent upon each other, and this is most apparent in our commercial, social, and political relations. A great responsibility lies on the shoulders of our educational leaders, for the future course of such far reaching movements depends largely on their attitude. Will they be unselfish enough and broadminded enough to teach our youth that the brotherhood of man is all important; and will men strive for the betterment and elevation of humanity and civilization?

Difficult Mission.

"It was not an easy mission," said Professor Hallensleben, "during the troubled years of reconstruction to be sent to a foreign country for the purpose of studying a land and people, and at the same time to present Germany's side of the picture. This was my political mission. Meanwhile, Germany was anxious to know the feelings of the people in the United States toward her. It seemed a strange happening for two powerful nations to be enemies when cooperation seemed most natural. The most logical way in which to go about establishing this understanding between these two peoples, and the way which has wisely been followed, was to place students in American Universities or workmen among its citizens. Foreign students at home are prone to admire the United States' prowess in business organization, the vastness of her enterprises, the gigantic industrial developments, and the ingenuity of her great business leaders; exchange students have greater opportunities to study actual conditions and to meet the nation's greatest men in all fields. I have found it very true that people in different countries know so little about each other and that such ignorance is one of the greatest obstacles for the future maintenance of peace."

Prof. B. Dressler Praises Modern Trend In Learning

The present (old) system of education in American colleges and universities is based on the arithmetical count of a certain number of semester hours in a number of subjects that make up the curriculum. One hundred and twenty semester hours are required to qualify for a Bachelor's degree. The subjects to be studied by a student are not subject to his choice. So many yards of arts and sciences have been cut off for him to swallow and digest. It all has been pre-arranged for him without particular attention to his individual ability and aptitude, without even a sight of him.

What if the student would like to rearrange his curriculum? Has he any intellectual freedom? With firmness must we say: no. Dr. Frank Aydelotte, president of Swarthmore College, says: . . . "In this respect the traditional academic system of our universities and colleges follows the methods of the secondary school, and the result is to preserve in our college and university students a youthfulness of attitude which contrasts most unfortunately with the intellectual maturity of European students of the same age."

A change in this situation is necessary, and it should normally start with the primary and secondary school system and methods. This, however, to our most progressive educators, seems to be too long a process, and they prefer not to wait that long. They are trying to force the way through the upper end. It may be hard on our youth, but it will stimulate the taxpayers to demand and insist upon a change in the methods of our primary and secondary education.

The intelligent plan of the University

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SPRING IS HERE

"Quorsum pertinuit stipare Platona, Menandro, Eupolin, Archilochum, comites educere tantos?"

What good did it do you to take home your Schevill, your Smith, your McDougall, your Comfort, to carry along such great companions for your spring vacation?

The world has been divided into different classes so many times since the world began that we may as well add another division to the long list. There are students who use the books which they take home to study in vacation—and there are those who do not.

It is true that in any school we may find worldly-wise individuals who have profited from long years of experience and who say, on leaving for their days of rest, "I know now that I won't open any books. I'll leave them here where they can't catch the dust." Of our two groups, however,—those who study the books they take home and those who busily carry

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The object of education is not to teach the tricks of earning a living, but to learn how to enjoy living---Wallace Buttrick

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THE NEED OF GREEK

"So I told the boy that Greek would never help him to earn his living and I was against his wasting his time on it when there were so many practical things to take."

There is much comment to be made on this attitude toward education. The most apparent one is that such an idea is unfair to the college student. It means that the boy or girl is to prepare for nothing more than making money. If a student has other interests the father often implies not only that he is foolish but that he has not sufficient mental energy to carry out those interests and also learn how to earn a living. Most of the good things of life help us to earn a living only indirectly, and by the same argument that Greek is useless, football, music, travel, art, and drama could be excluded.

Let us stop to consider whether the real aim of education includes only the preparation for the task of making money or whether it should not also include a development above the average in intellectual outlook and a mental arming at all points by the best that the world has to give.

Leading Universities offer courses in Real Estate, Insurance, Banking, Salesmanship, Business Organization, and other practical subjects, all of which are there frankly to help the student earn money. In any college student we may take his ability to earn a living for granted. The real aim of a college education is to include this and something much finer, something that will develop boys and girls into real citizens, not money-mad fighters.

CAMPAIGN FOR NEW FUND IS WORKING

On March 6, 1930 at a banquet held at the Stratfield Hotel, the campaign drive for the Junior College was started. The Building and Endowment Fund Campaign then organized has as its chairman Dr. Alfred C. Fones, and as Treasurer, Edward C. Wolfe, and an executive committee of twenty prominent business and professional men and women of the city.

The plan of the campaign has been to interest during the first six weeks those people who can afford to give liberally. For this purpose a Men's Big Gifts Committee is at work, holding its meetings every Friday noon at the Stratfield Hotel. Likewise a Women's Big Gifts Committee with Mrs. Andrew N. Cooper, a member of the Board of Trustees, as chairman has been organized, and meets every Monday noon at the Stratfield. On June 1, the campaign will be made public, and daily luncheon meetings and reports will be held until its close on July 1.

As a part of the educational work various members of the faculty have been called upon for short talks, and the radio station WICC is being used. So that others will understand the institution and

(Continued On Page 4).



Time
to
Laugh

A Perfect Score.

Here lie the bones of "Crazy" Jake,
At baseball under-rated.
His practice game was very lame,
So on the bench he waited.

Jake hefted bats, and said, "Oh rats,
Home runs to me are nothing;
Just put me in a pinch to win,
You'll see that I'm not bluffing."

When Dave or George would fail to score,
He pranced about and pleaded.
Cap' Tommy said, "Just keep your head,
Until I think you're needed."

At three to three, 'twas plain to see
The ninth was nearly ended.
Two men were out; two men were on;
Who's next? It all depended.

And then came Jake: Oh, hear the groans!
Two strikes went by in flashes.
Three balls were low—if he should blow,
All hopes would turn to ashes.

The last was high; a pitcher's cry
Rang out,—"I beg your pardon."
Struck on the head, no less than dead,
Jake crossed the river Jordan.

Now all his friends have made amends,
His pall they served as bearers.
They wrote his fame beneath his name:
No Runs—No Hits—No Errors.

I hear that Amos and Andy cannot play
in the movies.
No. Why not?
Because "Pepsodent removes the film."

Today's Bedtime Story.

Count Screwloose of Toulouse rode his kiddykar gleefully up the winding drive leading to the Junior College. He excited no remark from the blase undergraduates, even though he was attired in a mauve kimona and wore a monocle. As he diffidently rode into the corridor, he was accosted by a pert inmate. "Say, buddy, gimme a cigarette?"

"With pleasure," assented the Chesterfieldian nobleman. "What's the news from Chicago?"

"I dunno. Why, I'm a student in dis here joint," the other answered out of the corner of his mouth. "Takin' a cultchural course. I'm majorin' in English and writin' and all dat. Say, dis your first visit here, huh?"

"Why, yes," admitted the count. "How did you know?"

"You had a cigarette," pointed out the budding Kipling. "So I knew you wasn't

a student."

Bells rang, and the inmates began to straggle into the various class rooms. Following the remarkable litterateur, the Count saw him enter a small room filled with serious young men and earnest young women with broad a's, the hope of America's literary future. The count immediately became pessimistic about that future. The class began to discuss Conrad. "Dis guy Conrad's all wet," shortly asserted a youth with an air of calm confidence, and knowing sophistication. "He don't know how to write nothin'." As with that the flow of wit had evidently reached an unsurpassable height, the Count withdrew.

In an adjoining room he saw what was to all appearances a class in mathematics. As he entered, the students were gazing languidly at a sketch on the board. "Hence it will be easily seen," droned the professor with all the fire and energy of a slow-motion picture, "that the function of the cosine of a slab-sided pterodactyl is variable within the limits of a definable schlosmatic radius. You can all see that." He waved his hand, as if dismissing a conception so trivial that it needed no elaboration. Count Screwloose looked at the various faces and other things that confronted him. These were the engineers of America, the builders of the automobiles, airplanes, and railroads of tomorrow! "I'll stick to my kiddykar," decided the Count.

In the hall the Count was startled by a sudden roar. "Good Heavens!" thought the Count. "Mussolini?" No, it was a history professor, talking about Napoleon. "So," he heard, "Nap was caught between two fires. Suppose Mr. Guggenheim here is one army and Mr. Wagner is the other." The professor seized each of these by the neck before they had a chance to defend themselves. "Mr. Secor in the middle there is Nap himself." This sounded familiar to Count Screwloose. They often played that game in Nuttycrest, which boasted of an even dozen bonafide Napoleons. "And now Nap was smashed between the two of them," proceeded the professor. There was a sudden chorus of anguished howls of pain, as three of the hardest heads in Junior College were bumped together in the interests of graphic realism.

The Count sped away on his kiddykar. Things were getting too rough for him. Back in Nuttycrest he gasped to the faithful Iggy. "Take care of me, Iggy. And remember, Iggy, when I go riding, steer me away from Junior College. Iggy, there are strange characters there."

Summer Holidays---
means going places
and doing things -
which means

New clothes of course —
clothes for tennis, golf, swim-
ming, camping, dancing—so
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—so many things to see—and
it's all so much more fun
when you know you're dress-
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ALUMNI NOTES

Miss Helen Werner, a graduate of the Junior College of Connecticut, who is now attending the New York University School of Education, was a recent visitor at J. C. C. She was very well pleased with the advancement the college has made and wishes continued success to the "Scribe." Miss Werner is on the office force of the University and is also an active member of the Menorah, an outstanding club for the Jewish students.

Miss Pearl Kosby, an honor student while attending the junior college, was announced as an honor student at Wellesley during the last marking period. Miss Kosby finds the life and society at Wellesley much to her interest. She is a very active member of several clubs, including the Latin and French clubs.

Pearl spends some of her spare time with a group of classmates in providing lunches for a large number of students.

We hear that Vic Romano can wield a scalpel and forceps as well as any member in his class at Maryland.

Nice going, Vic! Let's hear from you.

Tom Cody visited the boys at the locker room recently. Tom is an honor student at Columbia.

Massey, Pokras, and Scalzi are camping down at N. Y. U.

It was suggested by an alumnus that a day be set aside as ALUMNI DAY. On this day the alumni will meet new graduates of the Junior College for a formal initiation into this association. You are reminded that any person who has completed one year at Junior College is eligible for membership.

The "Scribe" will welcome any suggestions pertaining to this Alumni Day program.

The Charter Day Dance.

On Friday, May 2, the Freshman class gave a dance in the Roosevelt School auditorium to raise money to defray the expenses of a Freshman-Sophomore banquet. The affair was given to celebrate Charter Day. The committee in charge was headed by Yetta Steinburg; and she was assisted by Evelyn Anderson, Katharine Tierney, Wesley Norton, Raymond Happel, and Wendelin Luckner. The music was furnished by the Ridgewood Club orchestra of five pieces. The Freshmen are gratified with the success of the evening.

NEW SYSTEMS ANNOUNCED

Dean Carl E. Wallace announces a change in the Business and Commerce curriculum.

Instead of sixty semester hours as was formerly required, sixty-four semester hours are necessary to graduate from any course.

A "D" grade no longer counts for 1 minus point, but grades of A, B, and C are relatively harder to obtain.

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LIBRARY IS SEAT OF MUCH ACTIVITY

The library is a sanctum. Although small, its walls have seen more life than have any others. Here ideals have been formed—which have not always been forgotten. Here ambitions have soared and have fallen. Here battles have been waged, sometimes won, sometimes lost. All the scales of emotion have been played upon. Every board is a memory of love, hate, triumph, or despair. Secrets have been divulged, and promises have been kept and broken. Across its walls have marched visions of the past: histories of foreign countries, literature, the mysteries of chemistry, biology and physiology. Even the books on the shelves have much to reveal. Students have pored over their pages, and have accepted and rejected knowledge. And have those books ever been badly treated?

Sometimes there is a Marathon to be run—a race with the clock. Eager eyes seek its tell-tale face and flutter at the thought that there are only five minutes left.

Once in a great while the library changes its role. In the shadow of flickering lights ghosts stalk about and pumpkins grin at one another. It has

(Continued On Page 4.)

Athletic Association Gossip

Among the new features of the year's Sports Calendar is the formation of a women's tennis team. Twenty-seven enthusiastic co-eds, thirteen advanced players and fourteen beginners, answered the call.

At present, a tournament, arranged by Captain Cecelia Freedland, is being held to determine the school championship and to reveal candidates for the regular team. The participants are: Grace Mitchell vs. Harriet Wilcoxson; Sylvia Zucker vs. Ruth Isacs; Margery Taylor vs. Ebba Rudine; Prudence Card vs. Alma Nichols; Virginia Mackey vs. Cecelia Freedland; and Florence Krouse vs. C. Lehn.

Miss Freedland, who is also manager and coach of the team, has arranged matches with the high schools of Bridgeport and surrounding cities.

WE HEAR THAT:

Solla is using one of Captain Soviero's old shoes for a vanity case.

Keenan, the shower room soloist, is catchin' cold. What a relief! Ben Friedman is on the casualty list. He sprained a whisker.

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MODERN EDUCATION

(Continued From Page 1.)

of Chicago, Swarthmore College, and Wisconsin Unniversity, and others draws a distinct line of demarcation between the junior part of the college freshman and sophomore years) and that of the senior part of the college (junior and senior years). During the latter the student is given absolute freedom in his studies. He may choose, with the advice of a professor, a major subject with a group of closely related subjects from other departments. He will be assisted in his studies by a specially assigned professor. Most of the studies are being done in small groups of four to five students, who do their major work by way of reading and discussing weekly papers in conferences. The old system of marking is being done away with. "This means the abolition of credits, grades, and attendance records," says Robert M. Hutchins, President of the University of Chicago, "and the substitution for them of an intimate knowledge of the individual and an enlightened program of examinations."

We are happy to read the following statement from Dr. Aydelotte occasioned by the short experiment which has been made: "I have been amazed and delighted to see how marked has been the change in the atmosphere of academic work produced by the introduction of methods of this kind, even on a small scale."

—B. G. DRESSLER

LIBRARY

(Continued From Page 3.)

been the scene of a breath-taking trial and of an equally exciting game of hearts. It has seen solemn conferences and has resounded to the fiery tones of gifted orators.

No more can its walls be dull and lifeless. They are colored with achievements. They are stuffed with living, with stories. They have been carved and hewn by Youth.

SPRING IS HERE

(Continued From Page 1.)

books home only to carry them to school again at the end of vacation—surely the members of both share their good intentions. But, for the second group, alas, time is too fleeting. The first days are gone; there is still time; then the last day has passed. When school has begun once more, they say, "I intended to do all those things during vacation, but I really didn't have time."

Does not the whole question, perhaps, depend upon one's idea of a vacation? To some it is a time to forget school and all the work it involves: in this number there are those who purposely do nothing, and those who wish to seem more industrious than they are, yet produce no results. To others vacation is the time to gather up all the threads that have been lost so that they may start out fresh at the new beginning.

Whichever course you follow, my classmates, your chances are still good for reaching that heaven to which all good students are destined; for as Sir Roger said, "There are two sides to the question."

CAMPAIGN WORKING

(Continued From Page 2.)

its needs, a program of addresses is also being delivered by President Cortright and Professor Pierre Zampiere before the Parent-Teachers' Associations and Civic Clubs of Bridgeport, Norwalk, Danbury, Westport, and Fairfield.

The Junior College of Connecticut has approached the second crisis in its short career. It has already proved its usefulness; but in order to be assured of permanency it must have additional material resources. Money is needed mainly for an endowment fund of \$250,000, for additional working capital of \$177,000 and for buildings and equipment costing \$250,000. Of this total amount, \$677,000, about \$170,000, to date, has been subscribed.

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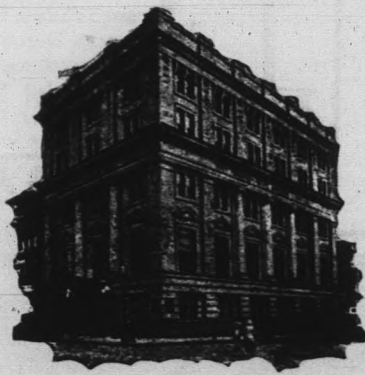
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